

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter explains theoretical framework supporting this thesis, they include error analysis, the cause of students' errors, grammar, grammatical error, writing skills, types of writing, intermediate writing class, the importance of grammar in writing, research on writing and grammar.

2.1 Error Analysis

Hourani (2008) stated that learning English or any other language is difficult, so errors for English as foreign language (EFL) students when learning English are difficult to avoid. It is caused by some aspects such as carelessness, first language translation and less exposure to English. Error analysis is the process of determining the incidence, nature, causes, and consequences of unsuccessful language.

Hasyim (2002) defined error analysis as a technique for identifying, classifying, and systematically interpreting the unacceptable form produced by someone learning a foreign language, using any of the principles and procedures provided by linguistics. Richards (1973) stated that error analysis may be carried out in order to: (a) find out how well someone knows a language, (b) find out how a person learns a language, and (c) obtain information on common difficulties in language learning, as an aid in teaching or in the preparation of teaching materials. This definition stresses the functions of error analysis.

The definitions above clarify that error analysis is an activity to identify, classify and interpreted or describe the errors made by someone in speaking or in writing and it is carried out to obtain information on common difficulties faced by someone in speaking or in writing English sentences.

The steps of analyzing errors by the teacher are divided into four steps. The first is collecting the sample by the teacher. It means that the teachers give the students writing assignment about making paragraphs, then they collect the assignment to be samples. The second is identifying the errors. It means that the teachers find out the errors made by students through systematic analysis. The third is describing. It means that the teacher explains and discusses the errors to the students in order to know that they make mistakes when they write in that cases. The last is the students explain the errors. It means that the teachers ask the students about the reasons why they made the errors.

2.1.1 The Cause of Students' Errors

Norrish (1987) classified causes of errors into three types. They are carelessness, first language interference, and translation. The three types of causes of error would be discussed briefly below.

1) Carelessness.

It is often closely related to lack of motivation. Many teachers admit that it is not always the students' fault if they lose interest, perhaps the materials

and/or style of presentation do not suit them. It becomes teachers' job to deal with that issue. The teachers need to try make the students interest with the writing subject that they give by giving good presentation in explaining the material. Teacher needs to prepare the materials and giving good method in explaining also helps the students in understanding the materials.

2) First language.

Norrish (1987) states that learning new language (a mother tongue or a foreign language) is a matter of habit formation. When someone tries to learn new habits, the old ones interferes the new ones. This cause of error is called first language interference". For example, when the Indonesian students try to make English sentence. Some of them write "She beautiful" while the correct one is "she is beautiful", it occurs because of the L1 interference. To deal with that problem, giving more exercises are needed by the teachers in order to make them used to make correct sentences.

3) Translation.

It is one of the causes of error. This happens because a student translates his first language sentence or idiomatic expression in to the target language word by word. This is probably the most common cause of error. Examples the students want to translate "wash my hand". The may translate it "cuci tangan" while the correct one is "ijin ke toilet". The teachers need to ask the students to memorize many vocabulary including Idiom.

2.2 Grammar

Purpura (2004) states that grammar is defined as a systematic way accounting for predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well-formed or grammatical utterances in the language.

Similarly, Ur (1996) says that Grammar is sometimes defined as the way words are put together to make correct sentences". So, it means that grammar is a rule to follow in order to make a correct sentence, phrase and clause. Grammar plays an important role in writing so that we can minimize the errors and create logic sentences.

Many students have problems with their grammar errors. It is caused by the lack of knowledge about grammar itself. Students have to learn grammar more often so that they can write good sentences in their writing. The second issue is carelessness, it becomes general problem in learning that students do not really care about the material given by the teacher. In this case, the students must try to learn the materials sincerely. Another issue is the way of conveying the materials by the teacher is not good or hard to understand so it effects to the students' understanding in receiving the materials. The teacher needs to have good method in transferring the material to the students so that they are not bored and they can get the materials easily.

Murcia (1996) argued that against teaching grammar at the sentence level, the sentence is a fundamental building block of English prose. It is the simplest

recognizable and useable element of written communication. As such, students must learn the function of each element of a sentence and the appropriate order for these components. This, then, is the basis of grammatical instruction. However, explicit grammatical instruction has fallen somewhat out of favor.

2.2.1 Grammatical Error

The examples of the grammatical errors that are commonly found in the students' writing:

a. Tense

Tense in English identifies when an event happens or describes a state. The simple past indicates that an activity or situation began and ended at a particular time in the past. We use past tense to describe and narrate an event or situation that occurred in the past and is over. For example: "When I was twelve, I broke my leg. I slipped on the playground on a cold winter morning and fell. The bone near my ankle snapped with a loud "pop!" Even my friends heard it. The teachers called my parents, who came quickly. . . ."

b. Pronoun

A pronoun is a word that is used in the place of a noun or noun phrase. Usually when a noun or noun phrase has been used once, a pronoun is used to avoid repetition of the same noun or noun phrase. Personal pronouns
Personal pronouns are words such as:

- First person pronouns, example words that represent or include the speaker or writer.
- Second person pronouns, example words that represent the person or people who is/are being addressed
- Third person pronouns, example words that represent people or things other than the speaker/writer and the listener/reader.

c. Preposition

Prepositions have been called the biggest little words in English. They are usually quite short and significant looking, but they have very important functions. Prepositions are always followed by nouns (or pronouns). They are connective words that show the relationship between the nouns following them and one of the basic sentence element: subject, verb, object, or complement. They usually indicate relationships, such as position, place, direction time, manner, agent, possession, and condition, between their objects and other parts of the sentence.

The following list illustrates the use of prepositional phrases to convey specific kinds of information.

- a. Place, position: across, after, against, among, around, at, before, behind, below, between, by, in, in front of, inside, near, on, on top of, opposite, outside, over, to, under, underneath.
- b. Direction: across, at, by way of, down, into, out of, to through, toward, up upon.

- c. Time: about, after, around, at before, by, during, from ... to, from ... until, in.
- d. Purpose, reason: for
- e. Possession: of
- f. Manner, instrument: by, in, like, with.
- g. Identification: at, by, in, on, with.
- h. Distance: for
- i. Agent: by
- j. Material: with
- k. Quantity: by

d. Punctuation and Spelling Punctuation

Punctuation is the use of special marks that you add to writing to separate phrases and sentences, to show that something is a question, etc. Punctuation is not something you impose upon a sentence after you have written it out. Commas, semicolons, and the other marks are an intimate part of grammar and style. To write better, you must punctuate well; but to punctuate well, you must also write well.

Punctuation mark used in punctuation, for example: full stops/periods, commas, semicolon, question mark, apostrophe, capitalization, etc.

1) Full stops

The punctuation mark (.) is put at the end of a sentence, or at the end of a word that has been shortened.

2) Commas

A comma's basic purpose in life is to indicate to the reader that there should be a slight pause in the sentence. Sometimes commas separate items in a list. The last two items of a list should already be separated by the word 'and', so you don't need a comma there. E.g.: I took bread, milk, eggs and cheese.

3) Apostrophe

The punctuation mark (') that shows when a letter or a number has been left out, or is used before or after s to show possession, E.g.: I'm (= I am), they're (= they are), '65 (= 1965), Helen's laugh, etc. For example: It's a fine day today. (Short for 'it is') The dog bit its tail. (showing ownership)

e. Capitalization

Capital is a letter of the alphabet in the form and larger size that is used at the beginning of sentences and names print in capitals. Capitalization is the use of capital letters. Using capital letter for the first letter of a word has a specific meaning for most readers. Capitalization can be confusing unless it is done correctly, so use capital letters only when you are doing so. Here are some rules for capitalization.

a) Capitalize proper names of people (including titles and honorifics), ethnic groups, places, countries and states, holidays, institutions, and religions.

- b) Capitalize the first word in a sentence or a quoted word, phrase, or sentence of dialogue. Do not capitalize the first word of an indirect quote in paraphrase.
- c) Do not capitalize words to emphasize them in academic writing.

f. Spelling

Spelling words in English can be difficult for learners because sometimes a word is very similar to a word in their own language but is not spelled the same. For example, spell success with only one 's', or colleague without an 'a'. Another thing that makes spelling difficult is that some words in English do not sound exactly as they are spelled. In the word definitely, for example, the second 'i' sounds more like an 'a'. It is important that students of English learn these differences. The bold letters in these words show you which parts of the words learners most often get wrong. Correct spelling: Accommodation, which, government, beginning, definitely, successful, environment, advertisement, believe, colleague.

2.3 Writing Skills

There are many definitions of writing according to many experts. Hornby (1987) argues that writing is to make letters or other symbols (ideograph) on a surface. It means that writing is the representation of language in a textual medium through the use of a set of signs or symbols (known as a writing system). It is distinguished from

illustration, such as cave drawing and painting, and the recording of language via a non-textual medium such as magnetic tape audio.

Berthoff (1981) has defined writing as an act of the mind by which writers create meaning. It means that writing is the creating of meaning from one's own intellectual and linguistic resources and activity, rather than the copying of someone else's text, or the use of prepared lists of words to create sentence or stories. From the definitions above, it can conclude that writing is the way or the process to express or to represent writer's knowledge into a textual medium by following the linguistic rules.

There are many ways to develop students writing skills. Learning grammar and practicing to make sentences or paragraphs are ways that teachers usually give in class. Hourani (2008) argued that if the teachers implement Team Work in class and get the students to work in groups on their projects, students will have the chance to practice together to develop their writing skill. Another way to develop students, writing skill is by giving them many books to read such as newspaper, magazine, short story and any English book to read. Reading a lot will increase students' sensitivity to the sentences they write.

2.3.1 Types of Writing

Knowing the types of writing are beneficial to determine your topic or subject, purpose (why the writer writes), style (how the writer should write). Leki (1998) asserts

that having adequate writing skills helps our readers comprehend our ideas very easily.

Here are the types of writing:

a. Recount

Recount provides information about what it happened, when it happened, where it happened and who was involved. Recount has a social function to retell events for the purpose of informing or entertaining the reader.

b. Narrative

Narrative has social function to amuse, entertain and to deal with actual vicarious experience in different ways, narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, mysteries, science fiction, romances, horror stories, adventure stories, fables, myths and legends, historical narratives, ballads, slice of life, personal experience.

c. Procedure

Procedure is written to help us how to do a task or make something. They can be a set of instructions or directions.

d. Descriptive

Description deals with perceptions, most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on. When we are writing a description essay, you are "painting a picture" with words. Descriptive text creates a main impression-an overall effect, feeling, or image -about the topic. It uses concrete, specific details to support the main impression. It uses details that appeal to the five senses: sight, hearing, smell, taste, and touch.

e. Explanation

Explanation has social function to present (at least many different aspects of an issue and to explain the processes involved in the information or workings of natural or socio-cultural phenomena.

f. Exposition

Expository writing is writing that is designed to convey information or explain what is difficult to understand.

2.3.2 Intermediate Writing Class

Intermediate writing class is the last level of writing in English Language Education Department at University of Muhammadiyah Malang. Intermediate writing

is a high level class before advance writing class. Another writing classes are Basic Writing class, pre-intermediate writing class and advance writing class.

The materials which are taught in Intermediate writing class are concept of academic writing, critical thinking, concept of essay writing, step of essay writing, process of writing essay, plagiarism, summarizing, references and quotations, combining sources and writing to academic journal.

2.3.3 The Importance of Grammar in Writing

People need to care their grammar in writing because it plays significant rules in making good sentences. Krachen (1993) argued that there may be some benefit in de-emphasizing formal grammatical instruction for native speakers and replacing it with, for example, intensive reading and writing programs.

The solution for second language learners however will not be the same. Few non-native speakers will have sufficient exposure to written and spoken English to be able to internalize the English language code by acquisition alone. Basic knowledge must be available before assimilation of implicit information becomes a viable learning tool. Therefore basic grammar and grammatical constructs must be taught. The dilemma is how to effectively provide minimal but explicit grammatical instruction.

2.4 Research on Writing and Grammar

This research is adapted from another research that was conducted by another researchers. Puspitasari (2013) concluded that the most dominant errors made by students in syntactic errors. Syntax is handling structure larger than the word (phrases, clauses, sentences and even cohesion). In this case syntactic errors are the most dominant errors because the lack of knowledge about noun phrase, construction, word order and some transformation.

Miko (2018) found that 42% of errors in his study were selection. Selection is an error made by the learner where the learner selects the wrong word in the right form. For example; “I am biggest then him” for “I am bigger than him”. In selection, the learners cannot choose the appropriate to be. From students writing, the researcher found the common errors such as “*is, are, was, were, has, have*”.

Emmaryana (2010) found the most dominant errors was tenses. Tenses are verb form that shows the time of the event. The writer assumed that the errors in Tense also happened because of *Translation* means a student translates his first language sentence or idiomatic expression in to the target language word by word.

Based on previous study, the researcher intends to conduct the research about Grammatical Errors Made by Students in Intermediate Writing Class at University of Muhammadiyah Malang because it has never been done before and the researcher wants to know students writing ability in the fifth semester. Most of research about

grammatical errors is in the earlier semester and this research is the last semester of collage therefore this research is conducted by the researcher to fulfill the gap and it will be additional reference

This research is expected to give awareness to the lecturer and student of university in English Language Education Department about grammatical errors. Hopefully, it can help them to cope with the difficulties of writing task.

2.5 Theory

Due to the usefulness of students' errors in mastering English especially in mastering English grammar patterns, this thesis focused to analyze students' errors on 5 the use of grammar in their writing task based on Surface Strategy Taxonomy. This taxonomy concentrates on the ways in which surface structures are altered. Using this taxonomy Dulay et al. (1982: 150) divide errors into the following categories: (1) omission, (2) additions, (3) misformation, and (4) misordering. Omission is typical for the early stages of L2 acquisition, whereas in the intermediate stages misformation, misordering, or overuse are much more common.